

**4.W.1.1** Students can **express** ideas, personal thoughts, and observations in response to literature.

**Learning targets to meet this standard:**

- Include ideas, observations, or memories of an event or experience
- Provide a context to allow the reader to imagine the world of the event or experience
- Use sensory details
- Support judgments through references to both the text and prior knowledge
- Ask a central question about an issue and situation
- Use details to support the facts on the topic
- Use a source of information, including books, newspapers, media sources, and online information
- Write summaries that contain the main ideas of the reading selection and the most significant details
- Use varied word choices to make writing interesting

**Verbs Defined:**

- Express – tell in writing

**Key Terms Defined:**

**Teacher Speak:**

Students can express (tell in writing) ideas, personal thoughts, and observations in response to literature.

**Student Speak:**

I can tell in writing (express) ideas, personal thoughts, and observations in response to literature.

**Examples:**

Write a personal reaction to books in which a character deals with a problem, such as *The Best Bad Thing* by Yoshiko Uchida or *Shiloh* by Phyllis Reynolds Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.

**Possible resources/references:**

Guide to Writing 3-5, Lucy Calkins, 2006

**4.W.1.2** Students can **create** sentences using words that describe, explain, or provide additional details and connections.

**Learning targets to meet this standard:**

- Provide details and transitions to link sentences
- Create sentences utilizing thesaurus and dictionary for word choice
- Edit written sentences for grammar, punctuation, capitalization, and spelling
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**Verbs Defined:**

- Create – write

**Key Terms Defined:**

- Connections – word associations

**Teacher Speak:**

Students can create (write) sentences using words that describe, explain, or provide additional details and connections (word associations).

**Student Speak:**

I can write (create) sentences using words that describe, explain, or provide additional details and word associations (connections).

**Examples:**

Use spelling words to compose sentences that demonstrate meaning in context.  
Guide to Writing 3-5, Lucy Calkins, 2006

**Possible resources/references:**

Thesaurus, dictionary

**4.W.1.3** Students can **compose** a paragraph with a topic sentence, supporting details, and a conclusion.

**Learning targets to meet this standard:**

- Use varied word choices to make writing interesting using the thesaurus and dictionary
- Write for different purposes (information, narration, description) and to a specific audience or person
- Produce a minimum of one published text per quarter using the writing process
- Can create a narrative text
- Can create an information text

**Verbs Defined:**

- Compose – write

**Key Terms Defined:**

- Topic sentence – idea the paragraph develops
- Supporting details – ideas that support topic sentence
- Conclusion – restate topic

**Teacher Speak:**

Students can compose (write) a paragraph with a topic sentence (idea the paragraph develops), supporting details (ideas that support topic sentence), and a conclusion (restate topic).

**Student Speak:**

I can write (compose) a paragraph with an idea the paragraph develops (topic sentence), ideas that support the topic sentence (supporting details), and a restatement of the topic (conclusion).

**Examples:**

Word Choice: Use *inquired* or *requested* instead of *asked*; *yelled* or *whispered* instead of *said*.

Narrative: Write a story, modeling the style of a story after a type of writing recently read in class, such as folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem. Include ideas, observations, or memories of an event or experience.

- Provide a context to allow the reader to imagine the world of the event or experience
- Use concrete sensory details
- Demonstrate an understanding of a literary work
- Write summaries that contain the main ideas of the reading selection and the most significant details
- Create a story with a beginning, middle, and end

Write informational/research reports about important ideas, issues, or events by using the following guidelines:

- Frame questions that direct the investigation.
- Establish a main idea or topic
- Develop the topic with simple facts, details, examples, and explanations.
- Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report (including speakers, books, newspapers, media sources, and online information)
- Create a conclusion that defines, restates, or explains the topic

**Possible resources/references:**

Writing Workshop: The Essential Guide, Ralph Fletcher & JoAnn Portalupi, Heinemann, Portsmouth, 2001.

“Writing the No-Time Narrative”, Craft Lessons; Teaching Writing K-8, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998, p. 81.

“Using Sensory Details”, Craft Lessons; Teaching Writing K-8, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998, p. 53.

Nonfiction Craft Lessons, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998, p. 59.

Guide to Writing 3-5, Lucy Calkins, 2006

**4.W.2.1** Students can **capitalize** names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

**Learning targets to meet this standard:**

- Identify proper nouns
- Use correct capitalization
- Capitalize first and last word and all important words in magazines, newspapers, works of art, musical compositions, and organizations
- Lower-case articles, conjunctions, propositions under four letters in magazines, newspapers, works of art, musical compositions, organizations
- Capitalize first word in quotations

**Verbs Defined:**

- Capitalize – use upper-case letters

**Key Terms Defined:**

**Teacher Speak:**

Students can capitalize (use upper-case letters) names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

**Student Speak:**

I can use upper-case letters (capitalize) names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

**Examples:**

*The Mona Lisa* – work of art

“Ode to Joy” – musical composition

*A Tale of Two Cities* – literature

*The New York Times* - newspaper

*Time for Kids* – magazine

**Possible resources/references:**

Essentials of English Fifth Edition, Hopper, Gale, Foote, and Griffith, Barron’s, 2000.

**4.W.2.2** Students can **identify** and **incorporate** nouns in the writing process.

**Learning targets to meet this standard:**

- Nouns – singular, plural, common, proper, collective and possessive

**Verbs Defined:**

- Identify – recognize
- Incorporate - use

**Key Terms Defined:**

- Writing process – prewrite, draft, revise, edit, and publish
- Nouns – person, place, or thing

**Teacher Speak:**

Students can identify (recognize) and incorporate (use) nouns (person, place or thing) in the writing process (prewrite, draft, revise, edit, and publish).

**Student Speak:**

I can recognize (identify) and use (incorporate) persons, places or things (nouns) in prewriting, drafting, revising, editing and publishing (writing process).

**Examples:**

- Singular nouns are an individual person, place, or thing
- Plural nouns typically end in –s or –es
- Irregular plural nouns
  - i.e. child – children
  - i.e. sheep – sheep
  - i.e. goose – geese
- Common nouns - person, place, or thing
  - i.e. boy, sister, theater, city
- Proper nouns name specific people, places, or things
  - i.e. Eiffel Tower, Christmas, Judge Hernandez
- Collective nouns are regarded as a single unit
  - i.e. orchestra, family, flock, media
- Possessive nouns are formed by adding an apostrophe and –s to words that do not end in s or z
  - i.e. the boy's room
  - i.e. the children's school
  - i.e. the baby's rattle

**Possible resources/references:**

Essentials of English Fifth Edition, Hopper, Gale, Foote, and Griffith, Barron's, 2000.